

MUSIC Achievement Portfolio



Music Connections

(MU 1600)

**Practice Develops
Confidence**

_____ Student
Music Teacher
Parent
School and District

Description of Music Connections

Music Connections is an extension of the K-6 Music Core and includes concepts and skills to integrate music into everyday life. Study will include explorations in creating, experiments with singing/playing/reading music, development of analytical and evaluative skills in music listening, investigations of various purposes of music, and inquiry into music's impact on culture, history, quality of life, and other subject areas. *No prerequisite course is required.*

Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

Music Connections (MU 1600)		Guitar (MU 1610)
Music Aesthetics (MU 1700)		Composition (MU 1750)
Choir I (MU 1620)	Band I (MU 1630)	Orchestra I (MU 1640)
Choir II (MU 1720)	Band II (MU 1730)	Orchestra II (MU 1740)
Choir III (MU 1760)	Band III (MU 1770)	Orchestra III (MU 1780)

Music Connections Student Achievement Portfolio

Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

Objective A: Demonstrate technical performance skills.

- Illustrate how to use the expressive potential (pitch, volume, timbre, duration) of the voice and body to communicate an idea or a feeling.
- Demonstrate how to use the expressive potential (pitch, volume, timbre, duration) of selected instruments to communicate an idea or a feeling.

Objective B: Perform varied repertoire.

- Read/sing/play traditional songs of various rhythms, textures, modes, harmonies, and forms.
- Read/sing/play excerpts of selected music in class and describe the expressive effects that can be used to create style and impact.

Standard 2 **CREATE**

Students will improvise and compose music.

Objective A: Improvise rhythmic and melodic ideas and phrases.

- Improvise thematic melodies over ostinato patterns.
- Manipulate short phrases into a complete melody.
- Play a simple melodic variation.
- Analyze the differences between the experiences of imitating and improvising.

Objective B: Create imitations of musical passages.

- Perform melodic, rhythmic, and chordal call/response, question/answer activities.
- Imitate rhythmic and thematic or melodic ideas in groups such as drum circles or by passing the musical idea from one person to the next.
- Create scale fragments or rhythmic motives for others to replicate.
- Compare experiences in imitating/creating rhythmic motives with imitating/creating melodic motives.

Standard 3

LISTEN/ANALYZE/EVALUATE

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

Objective A: Describe the elements of music.

- Explain or demonstrate the production and/or transmission of musical sound; e.g., strings, winds, percussion, reeds; acoustic vs. electronic; digital vs. analog; AM vs. FM radio bands; synthetic vs. sampling.
- Demonstrate how expressive qualities within music affect its ability to communicate; e.g., dynamics, tempo, timbre, pitch, stylistic effects.
- Explain how time is used to communicate meaning in various musical selections; e.g., beat, meter, rhythm, accent.
- Describe how a melody conveys a message.
- Illustrate how form communicates meaning in music; e.g., repetition, contrast, variation, introduction, coda, climactic sequences.

Objective B: Analyze and evaluate musical examples.

- Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation.
- Explain how music is constructed; e.g., identify the meter (time signature) and any changes; identify the key (find and play the key/home note); identify the form (AB, ABA, rondo, theme and variations, etc.).
- Compare and contrast styles from a variety of cultures and time periods in music listened to or performed.
- Describe the emotions and thoughts music communicates and how it does so.

☐ **Objective C: Document personal growth as a musician.**

- Keep a journal and/or write reflections on personal experiences in music.
- Select a piece of own completed work that illustrates progress and explain this choice to teacher and/or parents.

Standard 4 DISCOVER MEANING
Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.



Objective A: Examine how music relates to personal development and enjoyment of life.

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.



Objective B: Experience how music connects us to history, culture, heritage, and community.

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

MUSIC CONNECTIONS LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

For resources to support progress through this document visit:
<http://www.usoe.k12.ut.us/curr/FineArt>
 The space below is for written communication between student, teacher, and parent.

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